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**HIGH-PERFORMANCE WORK SYSTEMS AND
ACADEMICIANS' WORK PERFORMANCE: THE
MEDIATING ROLE OF QUALITY OF WORKING LIFE**

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MASTER OF SCIENCE (MANAGEMENT)

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**HIGH-PERFORMANCE WORK SYSTEMS AND ACADEMICIANS' WORK
PERFORMANCE: THE MEDIATING ROLE OF QUALITY OF WORKING LIFE**

BY

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UUM
Universiti Utara Malaysia

**Thesis submitted to
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ABSTRACT

Academics are a professional profession that is facing many challenges because of the various demands placed on them. Academics are now not only responsible for teaching but also required to fulfil other requirements as required by the institution including academic journal writing, research, publication, conferences, consultation, and community service as well as industry collaboration. However, they also have responsibilities to their families and to themselves. The question is, are they capable of taking on such responsibility? Is there a way to meet their needs? Therefore, this study aimed to study the role quality of working life (QoWL) as a mediator in the relationship between a high-performance work system (HPWS) and academic work performance (AWP). 332 academics from focused universities in Kedah and Perlis were randomly selected to respond to the survey. The survey questionnaire consisted of 76 items covering selected factors namely HPWS, QOWL, and job performance. The data collected for tested the reliability, and then analysed using bootstrap to test the hypothesis. The results of this study confirm that a high-performance work system positively related to the quality of work life. In addition, the quality of work-life also positively related to academic work performance. Overall, the results of this study show that QOWL is a mediator in the relationship between high-performance work systems and academic work performance. Finally, this study contributes to the theory of the social exchange theory because of the implementation of HPWS can effectively improve quality of working life and ultimately academician's work performance. In addition, this study also looks at the implications for management as well as discusses the recommendations of future studies.

Keywords: High-performance work system, quality of working life, academicians' work performance, in-role performance, extra-role behaviour.

ABSTRAK

Ahli akademik merupakan satu kerjaya profesional yang mana kini menghadapi pelbagai cabaran kerana pelbagai tuntutan dipertanggungjawabkan ke atas mereka. Ahli akademik kini bukan sahaja bertanggungjawab untuk mengajar malah, mereka turut dikehendaki untuk melaksanakan tuntutan lain seperti yang disyaratkan oleh institusi termasuk penulisan jurnal akademik, penyelidikan, penerbitan, persidangan, perundingan dan kolaborasi industri. Namun begitu, mereka juga mempunyai tanggungjawab kepada keluarga dan diri mereka. Persoalannya, adakah mereka mampu untuk memikul semua tanggungjawab tersebut? Apakah terdapat cara untuk memenuhi keperluan mereka? Oleh itu, kajian ini bertujuan untuk mengkaji peranan kualiti kehidupan kerja (QoWL) sebagai orang tengah dalam hubungan antara sistem kerja berprestasi tinggi (HPWS) dan prestasi kerja akademik (AWP). Seramai 332 ahli akademik dari universiti tertumpu di Kedah dan Perlis telah dipilih secara rawak untuk menjawab kajian tersebut. Soal selidik tinjauan mempunyai 76 item yang merangkumi faktor-faktor terpilih iaitu HPWS, QOWL dan prestasi kerja. Data yang dikumpul akan diuji kebolehpercayaan, dan kemudian dianalisis menggunakan bootstrap untuk menguji hipotesis. Hasil kajian ini mengesahkan bahawa sistem kerja berprestasi tinggi berkait secara positif dengan kualiti kehidupan kerja. Selain itu, kualiti kehidupan kerja juga berkait secara positif dengan prestasi kerja akademik. Secara keseluruhannya, hasil kajian ini mendapati bahawa QOWL menjadi pengantara kepada sistem kerja berprestasi tinggi dan prestasi kerja akademik. Akhir sekali, kajian ini menyumbang kepada teori pertukaran sosial kerana pelaksanaan HPWS secara berkesan dapat meningkatkan kualiti kehidupan kerja dan akhirnya kepada prestasi kerja akademik. Selain itu, kajian ini juga melihat kepada implikasi terhadap pengurusan serta membincangkan tentang cadangan kajian akan datang.

Kata kunci: Sistem kerja berprestasi tinggi, kualiti kehidupan kerja,, dan prestasi kerja akademik, prestasi dalam peranan, tingkah laku peranan tambahan.

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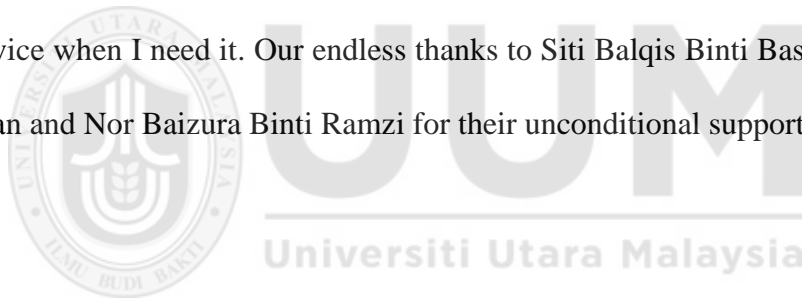


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LIST OF ABBREVIATION

AWP	Academician work performance
AVE	Average variance extracted
CA	Cronbach's alpha
CAW	Control at work
CFA	Confirmatory Factor Analysis
CR	Composite reliability
ETP	Economic transformation program
GWB	General well-being
HE	Higher education
HEI	Higher Education Institution
HOD	Head of Department
HPWS	High-performance work system
HR	Human Resources
HWI	Home-work interface
HRM	Human Resource Management
HPWP	High-performance work practices
ISCED	International Classification of Educational Standards
JCS	Job and career satisfaction
KSA	Knowledge, skills, abilities
OCB	Organizational Citizenship Behavior
OCBI	Organizational Citizenship Behavior Individual
OCBO	Organizational Citizenship Behavior Organization
OVL	Overall quality of working life
PLS-SEM	Partial Least Squares Structural Equation Modelling
QoWL	Quality of working-life
SAW	Stress at work
SET	Social Exchange Theory
SPSS	Statistical Package for Science
UNIMAP	Universiti Malaysia Perlis
UUM	Universiti Utara Malaysia
VE	Variance extracted
VIF	Variance Inflation Factor
WCS	Working conditions

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Academic staff play a very important role in institutions of higher learning. Academics can see as the main of the universities operation, and their performance is determined to bring the qualified student's into line with the involvement that organizations make to society (Capellaras, 2005). The academics need to prepare both mentally and physically to deliver a higher degree of knowledge to the students in order to develop well-educated people in the future.

As explained under the International Classification of Educational Standards (ISCED) 5-6, academic staff have major duties such as instructors, research, or public service (International Classification of Educational Standards (ISCED), 2002). Winfred (2013) has elaborated on the academic role as an instructor. As an instructor, he or she liable to prepare, advice, correcting the examination paper, provide remedial support and related aspect. The second part is an academicians able to provide a good scholarly through research and contribution in peer-reviewed journals and books and the last role is community service. As a whole, the academics play a role as a teacher, researcher, consultant, and publications. Other than that, academic staff play a vital role such as a disseminator of knowledge to the undergraduate and postgraduate students through lectures. A better knowledge sharing practice certainly help to develop quality education and boost organizational efficiency (Ali, Khalil, Naser and Rosman, 2014).

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APPENDIX A

Questionnaire



UNIVERSITI UTARA MALAYSIA

HIGH-PERFORMANCE WORK SYSTEM AND ACADEMICIAN'S WORK PERFORMANCE: THE MEDIATING ROLE OF QUALITY OF WORKING LIFE

Dear Respondents,

Thank you for your participation in this survey. To be informed that currently, I am conducting a project paper of “High-Performance Work System and Academicians Work Performance: The Mediating role of Quality of Working Life”. Therefore, I am seeking your cooperation in completing the questionnaire. I would be thankful and fully appreciate all your contributions in answering this survey. All the information provided is of utmost confidentiality.

Thank you very much for your time and cooperation.

Yours sincerely,

FATIN AMIRAH BINTI ABDUL MALIK,
Master of Science (MSc) Management,
Othman Yeop Abdullah Graduate School of Business,
Universiti Utara Malaysia (UUM),
06010 Sintok, Kedah Darul Aman, Malaysia.

Instruction:

For item 1 till 6, please state your answer (/) in the space provided.

1. Please select your university:

Universiti Utara Malaysia (UUM) ☐

Universiti Malaysia Perlis (UNIMAP) ☐

2. Gender:

Male ☐

Female ☐

3. Age:

20 – 30 ☐

31 – 40 ☐

41 – 50 ☐

51 – 60 ☐

61 and above ☐

4. Race:

Malay ☐

Chinese ☐

India ☐

Others, please specify _____

5. Marital Status:

Single ☐ Married ☐ Divorce ☐

6. Education Level

Degree ☐ Master ☐ PhD ☐

7. Average salary

Less than RM5, 000 ☐

RM5, 001 – RM10, 000 ☐

RM10, 001 – RM 15,000 ☐

RM15, 001 – RM 20,000 ☐

More than RM 20,000 ☐

8. Work Experience:

Less than 5 years ☐

6 years – 10 years ☐

11 years – 15 years ☐

16 years – 20 years ☐

More than 20 years ☐



9. Your Position
- | | |
|---------------------|--------------------------|
| Professor | <input type="checkbox"/> |
| Associate Professor | <input type="checkbox"/> |
| Senior Lecturer | <input type="checkbox"/> |
| Lecturer | <input type="checkbox"/> |
| Tutor | <input type="checkbox"/> |
10. Employment Status
- | | |
|-----------|--------------------------|
| Permanent | <input type="checkbox"/> |
| Contract | <input type="checkbox"/> |
| Temporary | <input type="checkbox"/> |



Please read each statement carefully and decide if you ever feel this way about your job. If you have had this feeling, indicate how often you feel it by circling the number (from 1 to 7) that best describes how frequently you feel that way.

		Strongly Disagree	Disagree	Disagree Somewhat	Neither disagree or agree	Agree Somewhat	Agree	Strongly Agree
No	Items							
1	Great effort is taken to select the right person.	1	2	3	4	5	6	7
2	Long-term employee potential is emphasized.	1	2	3	4	5	6	7
3	Considerable importance is placed in the staffing process.	1	2	3	4	5	6	7
4.	Very extensive efforts are made in selection.	1	2	3	4	5	6	7
5.	Extensive training programs are provided for lecturers.	1	2	3	4	5	6	7
6.	There are formal training programs to teach new hires the skills they need to perform their job.	1	2	3	4	5	6	7
7.	Lecturers have adequate opportunities for upward mobility.	1	2	3	4	5	6	7
8.	Lectures do have any future in this university.	1	2	3	4	5	6	7
9.	Promotion in this university is based on performance.	1	2	3	4	5	6	7
10.	Lectures have clear career paths in this university.	1	2	3	4	5	6	7
11.	Job security is almost guaranteed to lecturers.	1	2	3	4	5	6	7
12.	The job description for a position accurately describes all of the duties performed by individual lectures.	1	2	3	4	5	6	7
13.	Performance appraisals are based on objective quantifiable results.	1	2	3	4	5	6	7
14.	Performance appraisals reflect the teaching profession.	1	2	3	4	5	6	7

15.	Lecturer's reward in this university is competitive to other university in the same region.	1	2	3	4	5	6	7
16.	Reward in this university is based on lecturers' performance.	1	2	3	4	5	6	7
17.	Lecturers in this university are often asked by their top management to participate in decision making.	1	2	3	4	5	6	7
18.	Lecturers in this university are allowed to make decisions about how to do their jobs.	1	2	3	4	5	6	7
19.	Lecturers are provided the opportunity to suggest improvements in the way things are done.	1	2	3	4	5	6	7

The following 24 statements are measure your attitudes to the factors that influence your experience at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, please indicates your attitudes with your current job by circling the number from 1 to 7.

		Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
No	Items					
1	I have a clear set of goals and aims to enable me to do my job.	1	2	3	4	5
2	I feel able to voice opinions in my area of work.	1	2	3	4	5
3	I feel able to influence changes in my area of work.	1	2	3	4	5
4	I have the opportunity to use my abilities at work.	1	2	3	4	5
5	I feel well at the moment.	1	2	3	4	5

6	My employer provides adequate facilities for me to fit work in around my family life.	1	2	3	4	5
7	My employer provides flexibility for me to fit work in around my family life.	1	2	3	4	5
8	My current working hours / patterns suit my personal circumstances.	1	2	3	4	5
9	I often feel under pressure at work.	1	2	3	4	5
10	When I have done a good job it is acknowledged by my Deans/HOD.	1	2	3	4	5
11	Recently, I have been feeling unhappy.	1	2	3	4	5
12	Recently, I have been feeling depressed.	1	2	3	4	5
13	I am satisfied with my life.	1	2	3	4	5
14	I am encouraged to develop new skills.	1	2	3	4	5
15	I am involved in decisions that affect me in my own area of work.	1	2	3	4	5
16	My employer provides me with what I need to do my job effectively.	1	2	3	4	5
17	My Deans/HOD actively promotes flexible working hours / patterns.	1	2	3	4	5
18	In most ways my life is close to ideal.	1	2	3	4	5
19	I work in a safe environment.	1	2	3	4	5
20	Generally, things work out well for me.	1	2	3	4	5
21	I am satisfied with the career opportunities available for me here.	1	2	3	4	5
22	I often feel excessive levels of stress at work.	1	2	3	4	5
23	I am satisfied with the training I receive in order to perform my present job.	1	2	3	4	5
24	Recently, I have been feeling reasonably happy all things considered.	1	2	3	4	5
25	The working conditions are satisfactory.	1	2	3	4	5
26	I am involved in decisions that affect members of the public in my own area of work.	1	2	3	4	5
27	I am satisfied with the overall quality of my working life.	1	2	3	4	5

Please read each statement carefully and decide if you ever feel this way about your job. Please read the following statements and choose the responses (from 1= Strongly Disagree to 5 = Strongly Agree) that apply most accurately to you by ticking the relevant column.

		Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
No	Items					
1	Spend free time planning interactive/challenging learning activities.	1	2	3	4	5
2	Assist students with learning and behavioural difficulties.	1	2	3	4	5
3	Actively encourage quieter or less able students.	1	2	3	4	5
4	Spend free time planning lessons.	1	2	3	4	5
5	Spend time reflecting on teaching.	1	2	3	4	5
6	Stay back at lunch time to assist students.	1	2	3	4	5
7	Arrive at work earlier than required to prepare for lessons.	1	2	3	4	5
8	Volunteer for roles and tasks that are not mandatory.	1	2	3	4	5
9	Attend non-compulsory meetings and events.	1	2	3	4	5
10	Organize activities with parents or local community.	1	2	3	4	5
11	Keep abreast of educational developments and reforms.	1	2	3	4	5
12	Acquire new knowledge and skills that contribute to work.	1	2	3	4	5
13	Read and refer to school and department documents.	1	2	3	4	5
14	Adequately completes assigned duties.	1	2	3	4	5
15	Fulfils responsibilities specific in job description.	1	2	3	4	5
16	Performs tasks that are expected of myself.	1	2	3	4	5
17	Meets formal performance requirements of the job.	1	2	3	4	5
18	Engages in activities that will directly affect my performance evaluation.	1	2	3	4	5
19	Neglects aspect of the job that is obligated to perform.	1	2	3	4	5
20	Fails to perform essential duties.	1	2	3	4	5

APPENDIX B

Descriptive Statistics for Demographic Variables

UNIVERSITY					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UUM	131	63.3	63.3	63.3
	UNIMAP	76	36.7	36.7	100.0
	Total	207	100.0	100.0	

GENDER					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	105	50.7	50.7	50.7
	Female	102	49.3	49.3	100.0
	Total	207	100.0	100.0	

AGE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 – 30	2	1.0	1.0	1.0
	31 – 40	82	39.6	39.6	40.6
	41 – 50	90	43.5	43.5	84.1
	51 – 60	30	14.5	14.5	98.6
	61 and above	3	1.4	1.4	100.0
	Total	207	100.0	100.0	

RACE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	182	87.9	87.9	87.9
	Chinese	8	3.9	3.9	91.8
	Indian	4	1.9	1.9	93.7
	Others	13	6.3	6.3	100.0
	Total	207	100.0	100.0	

MARITAL STATUS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	20	9.7	9.7	9.7
	Married	182	87.9	87.9	97.6
	Divorce	5	2.4	2.4	100.0
	Total	207	100.0	100.0	

EDUCATION LEVEL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master	42	20.3	20.3	20.3
	PHD	165	79.7	79.7	100.0
	Total	207	100.0	100.0	

SALARY					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than RM5,000	11	5.3	5.3	5.3
	RM5,001 – RM10,000	146	70.5	70.5	75.8
	RM10,001 – RM15,000	45	21.7	21.7	97.6
	RM15,001 – RM20,000	4	1.9	1.9	99.5
	More than RM 20,000	1	.5	.5	100.0
	Total	207	100.0	100.0	

WORK EXPERIENCE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	31	15.0	15.0	15.0
	6 -10	43	20.8	20.8	35.7
	11- 15	40	19.3	19.3	55.1
	16 - 20	55	26.6	26.6	81.6
	More than 20 years	38	18.4	18.4	100.0
	Total	207	100.0	100.0	

POSITION					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Professor	5	2.4	2.4	2.4
	Associate Professor	46	22.2	22.2	24.6
	Senior Lecturer	120	58.0	58.0	82.6
	Lecturer	30	14.5	14.5	97.1
	Tutor	6	2.9	2.9	100.0
	Total	207	100.0	100.0	

EMPLOYMENT STATUS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Permanent	175	84.5	84.5	84.5
	Contract	30	14.5	14.5	99.0
	Temporary	2	1.0	1.0	100.0
	Total	207	100.0	100.0	